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ABSTRACT

This study was designed to identify any differences in the perceptions of administrators, counselors, and teachers regarding the role of secondary school counselors. A literature review found that different groups had varying expectations of school counselors. The null hypothesis for the study is: There is no significant difference in the expectations of administrators, counselors, and teachers regarding the role of secondary school counselors. A questionnaire was distributed to a sample of 40 principals, counselors, and teachers employed by the Bryan Independent School District in order to solicit their opinions regarding the various roles of school counselors. Results from the 34 returned questionnaires indicated that there were no significant differences in the perceptions of the aforementioned groups regarding the role of secondary school counselors in performing personal counseling, group counseling, and academic counseling. However, the data showed that there was a significant difference in the expectations of teachers as compared to administrators and counselors regarding the issue of planning the master schedule, scheduling students, and/or balancing class loads. Appendixes include: cover letter, questionnaire, and unused tables. (JBJ)

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ROLE PERCEPTION STUDY OF SCHOOL COUNSELORS

by

Deborah Kay McDowell

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Sam Houston State University
May 1995

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Abstract

Role Perception Study of School Counselors

by

Deborah K. McDowell

This study was designed to identify any differences in the perceptions of administrators, counselors, and teachers regarding the role of secondary school counselors. After reviewing the literature, the researcher found that it was reported that different groups had varying expectations for school counselors. The null hypotheses for this study is: There is no significant difference in the expectations of administrators, counselors, and teachers regarding the role of secondary school counselors.

A questionnaire was distributed to an available sample of principals, counselors, and teachers employed by the Bryan Independent School District in order to solicit their opinions regarding the various roles of school counselors. Frequency and percentage statistics were compiled as well as Chi Square Tests performed on the data.

The results indicated that there were no significant differences in the perceptions of administrators, counselors, and teachers regarding the role of secondary counselors in performing personal counseling, group counseling, and academic counseling. However, the data showed that there was a significant difference in the expectations of teachers as compared to administrators and counselors regarding the issue of planning the master schedule, scheduling students, and/or

balancing class loads. Therefore, the null hypothesis was partially accepted in that administrator's, counselor's, and teacher's expectations of school counselors were not significantly different in some areas. Furthermore, the null hypothesis was partially rejected since there was a significant difference in the expectation of teachers as compared to counselors and administrators regarding the role of counselors in scheduling.

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Chapter 1

INTRODUCTION

General Introduction

High school counselors are faced with many role expectations. Individuals in different positions within a school setting often expect counselors to perform different tasks than the counselor judges part of their role. With varying expectations, the efficiency of the counselor may be reduced. Some current literature shows that there is a discrepancy in the expectations of administrators, teachers, and students (e.g., Frank, 1986; Helms and Ibrahim, 1985; Wiggins and Moody, 1987)

Statement of the Problem

Disagreement on counselor duties may cause counselors to be less effective in the performance of their jobs.

Purpose

The purpose of this study is to determine if there is a discrepancy regarding the perceptions of various people regarding the roles of school counselors.

Importance of the Study

From the information gathered, a more accurate job description may be produced for current or beginning counselors.

Definition of Terms

None

Null Hypothesis

There is no significant difference in the expectations of administrators, counselors, and teachers regarding the role of secondary school counselors.

Limitations and Delimitations

This study is limited to Bryan Independent School District (BISD). It is delimited to Bryan secondary schools during the spring semester of 1995.

Assumptions

1. It is assumed that the roles of counselors are similarly defined in other Texas school districts as they are in the Bryan ISD.

2. It is also assumed that the expectations of administrators, teachers, counselors, and students of BISD are representative of future BISD staff and students.

Chapter 2

REVIEW OF RELATED LITERATURE AND RESEARCH

The American School Counselors Association (ASCA) has published a role statement for counselors. Within this statement, the ASCA lists general guidelines that all counselors should follow along with specific tasks to be completed based on the level of client maturity, i.e. elementary, middle/junior high, or secondary. ASCA assumes that all counselors will fulfill the following functions: group guidance activities promoting psychological growth, consultation with teachers to improve communication and curriculum, and consultation with parents to facilitate communication and learning strategies for children. According to the ASCA, secondary school counselors should also address the following tasks: providing information regarding adolescent developments (such as identity, career concerns, and relationships); providing information for educational/vocational decision making; providing ways for students to identify attitudes, interests, and abilities to be used in course and career selection; and providing interventions with students showing adjustment problems (American School Counselors Association Governing Board, 1981). Given that this description of school counseling is extremely broad, there tends to be discrepancies among various individuals regarding the

true role of a school counselor (e.g., Schalesky, 1993; Partin, 1993; Frank, 1986)

Counselor Attitudes

Research has been done to study the opinions of varying groups in regards to school counselor roles. In one such study, counselors considered individual counseling as the most paramount activity in which they are involved (Tennyson, Miller, Shovholt, and Williams, 1989). This study considered this role as the most important function of a counselor, but as not the most frequent activity among counselors. The second most important role reported by Tennyson, et al. (1989) involved consulting with the primary purpose of problem solving. This included meetings with teachers and case workers and making outside referrals. Furthermore, counselors reported that small group activities to promote personal awareness and growth were important, but rarely engaged in such activities. It was also reported that counselors were frequently involved in evaluation and assessment of students. Finally, counselors noted a discrepancy in what they considered important as compared to how their time was actually used. It was explained that although individual counseling was seen as most important, the single most time consuming activity was scheduling of students (Tennyson, et al., 1989).

According to Schalesky (1993), Partin found in 1990 that counselors wanted to spend time involved in individual and group counseling and professional development activities. Schalesky described Partin's top three reasons for lack of time to accomplish these tasks as paperwork, scheduling, and administrative duties.

In 1993, Partin's study asked counselors to analyze their actual time spent on activities as compared to what they ideally would like to accomplish. Individual counseling was seen as the most important activity ideally. In actuality, less time was spent on this than hoped for by counselors. The data showed that counselors felt that group counseling should be the second most frequent activity, but this actually fell behind other guidance activities not considered counseling as well as consultation. Counselors described administrative/clerical duties as the third most frequent activity they were actually engaged in; however, in the ideal ranking, placed this next to last among nine tasks (Partin, 1993). In summary, many studies show that counselors report that there is discrepancy when looking at what they feel they should do compared to what is actually done (Frank, 1986).

Administrator Attitudes

Frank (1986) conducted a study of administrator perceptions of counselor responsibilities. Administrators listed

the following activities as high priority: educational advising, scheduling and placement, planned sequential interventions, and career guidance. He reported that administrators see the counselors ideal role and actual role as being very similar, while counselors reported a wider difference in the two.

Ibrahim, Helms, and Thompson (1983) concluded that counselors are experiencing apathy as a result of role confusion. According to this study, administrators believed that program development, pupil appraisal, staff consulting, and research were of great importance. Counselors rated these significantly lower than did administrators.

In another study (Remley and Albright, 1988), middle school principals were unclear on counselor functions. Those surveyed believed that counselors were a positive addition to the campus, but could not come to consensus on the role of the counselor. Some principals described counselors as administrative assistants while others encouraged more counseling activities. It was concluded that principals were expecting inappropriate administrative support from counselors thus adding to role discrepancy.

Gibson (1990) reported that principals ranked counselor functions as follows: individual counseling; detection, prevention, and intervention of substance, child, and sexual

abuse; group counseling; career development; and finally, behavior modification and management.

Schalesky (1993) described a study done by Partin in 1990 where there seemed to be general congruence between principal and counselor opinions regarding roles. According to this study, principals would like counselors to put more time into group counseling and less on administrative duties. However, Schalesky reported that Stickel in 1990 concluded that principals wanted counselors to pick up additional sub-professional duties more akin to administrative/clerical work.

In Schalesky's (1993) own study, principals felt that consulting was less important than did counselors. In addition, principals considered the functions of developmental and career guidance as significantly less important than did counselors.

Teacher Attitudes

Gibson (1990) conducted research to measure the opinion of teachers regarding counselors and their roles. This study was a replication of one he had done in 1965. The results showed that teachers hold counselors and their functions in a positive regard. A list of counselor roles as described by teachers was as follows: providing information to the community, identification with the teaching faculty, testing and assessment of students, providing career information, and

assisting in educational planning. Teachers overwhelmingly felt that counselors should not participate in disciplining or punishment of students. According to the research, teachers feel that individual counseling was the most important function of counselors. The second most important role was to provide information. Third, teachers believed that test administration and interpretation were important. These were the same rank order in his 1965 study.

Morris and Hueschen (1990) researched counselor roles grouped in three areas: counseling, collaborating, and coordinating. This study reported that teachers rated the role of consultation with teachers about individual student concerns as most significant. Ranked second by teachers was consultation with parents. Teachers ranked individual counseling with students third. Fourth was consultation with administrators. Group counseling was ranked sixth, and administrative duties were ranked eighth. Teachers considered counselor training and development activities as ninth on the list of 14 roles (Morris and Hueschen, 1990).

Russo and Kassera (1989) reported the perceived importance of counselor roles/functions as described by teachers. According to this study, educational counseling ranked first; personal-social development, second; and career development, third.

Remley and Albright's (1988) middle school study concluded that teachers felt that counselors were given too many administrative duties. It was determined that middle school teachers felt that counselors needed to perform more activities that included assisting teachers and counseling students.

Schalesky (1993) reported that one project (Valene, Higgins, and Hatcher) in 1982 showed that a significant percentage of teachers questioned the need for counselors and furthermore could not describe the role of a school counselor. In addition, Schalensky reported on the study done by Alaiz in 1990 in which the conclusion was that teachers did not have a clear idea of counselor's duties.

In Schalesky's (1993) study, teachers ranked the counselor role of developmental and career guidance significantly lower than did counselors. The same was true for the function of consulting.

Student Attitudes

According to Armacost (1990), students asked to rank counselor functions listed counseling those with personal problems as one of the highest. However, 55 % of the students surveyed indicated that they would not feel comfortable sharing such information with a school official. Of those who indicated they would share such information, the most likely

person they would talk to would be the counselor according to their self disclosure.

In the Wiggins and Moody (1987) study, counselors involved in coordinating extra-curricular and intramural activities were more often seen as disciplinarians and administrators. This detracted from their perceived functions of counseling according to students. Of counselors ranked as effective, the majority of their activities revolved around individual and group counseling.

Schalesky (1993) reported on a study done in 1979 by Wells and Ritter where students reported seeking counselor assistance in these ranked areas: changing a class, checking graduation requirements, academic planning, having conflict with a teacher, choosing a college, and for financial aid information. Those with the lowest ranks were discussing problems with parents, searching for career information, solving a problem with a friend, questions regarding sex, and finally, a personal problem.

In Schalesky's (1993) study, students ranked the functions of administrative and clerical duties significantly higher than did counselors.

CHAPTER 3

METHODS AND PROCEDURES

Introduction

This chapter will describe the procedures, the instruments used, and the sources of data used to investigate the attitudes of principals, counselors, and teachers regarding the roles of school counselors.

Procedure

The instrument used in this research was a questionnaire which was delivered to professional employees of BISD (See Appendix A). The instrument contained questions related to the various roles which counselors are often expected to fulfill. Participants were asked to agree or disagree as to whether roles listed were most important for counselor functioning in their opinion. Participants were asked to record their answers by bubbling the corresponding response on a scantron. A total of 40 questionnaires were distributed. The number of surveys returned were 34 for a return rate of 85%.

Population Selection and Size

The population for this study was selected from professionals employed by BISD. Participants were selected due to their availability. Principals, counselors, and teachers at Bryan High School, Lamar Campus of Bryan High School, the Center for Alternative Programs School, Hammond-Oliver High

School for Human Sciences, and Jane Long Middle School were selected to participate. Forty questionnaires were delivered.

Instrument Design and Description

The instrument was designed by the researcher in order to study the perceptions of principals, counselors, and teachers regarding school counselor's roles. The questionnaire was intended to survey the Bryan area only.

The questionnaire contained 16 items. Questions one through three investigated the background of the participant. Question four was to survey the opinion of the participant regarding the availability of counselors before and after school hours. Questions 5 through 16 were designed to identify the importance of particular counselor roles in the opinion of the participant.

Treatment of the Data

The questionnaires were distributed during the weeks of March 27, 1995 through April 7, 1995. Each participant was given a cover letter explaining the study, a questionnaire, and a Scantron, Form No. 881-ES on which to record their answers. All questionnaires were delivered to the participants and asked to be returned through school mail.

The returned scantrons were fed into a data entry terminal using an IBM computer in order to run frequency and percentage data. Data were disaggregated by all identifying

information. One error in scanning the data was noted. An erasure mark was picked up by the scanner as an answer on two questions on one scantron. The data were not recalculated. The researcher suspects no major difference would be found. In addition, some data from the scantrons were entered into a spread sheet. Using a Statsworks program on the Macintosh computer, Chi Square tests were run.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

Introduction

This research was designed to address the null hypothesis: There is no significant difference in the expectations of administrators, counselors, and teachers regarding the role of secondary school counselors.

Analysis

The data collected form the questionnaires were analyzed using percentages and frequencies. The results of the research are the following:

There were 34 questionnaires returned for analysis. Of those returned, 29% (n=10) were completed by administrators; 38% (n=13) by counselors; and 32% (n=11) by teachers . Seventy-one percent (n=24) of the respondents were female while 29% (n=25) were male. Twenty-four percent (n=8) of the participants identified themselves as African American, 74% (n=25) as Caucasian, and 3% (n=1) as being of other ethnicity (See Table 1). All 34 respondents (100%) agreed that counselors should be available before or after school for students and parents.

Responses to the statement that one of the most important roles of school counselors is to spend time each week

Table 1. Background Information of Survey Participants

Variable:	Responses		
Position:	Administrator	Counselor	Teacher
number	10	13	11
percentage	29%	38%	32%
Gender:	Female	Male	
number	24	10	
percentage	71%	29%	
Race/Ethnicity:	African American	Caucasian	Other
number	8	25	1
percentage	24%	74%	3%

counseling students on personal issues are as follows: all administrators (n=10) and teachers (n=11) agreed; however, 92% (n=12) of counselors agreed while 8% (n=1) of the counselors disagreed (See Table 2).

Table 2. Importance of Counseling Students on Personal Issues.

Position	Response	
	Agree	Disagree
Administrator	10 (100%)	0 (0%)
Counselor	12 (92%)	1 (8%)
Teacher	11 (100%)	0 (0%)

Question 6 inquired about the importance of counselors conducting group counseling sessions each week. Seventy percent (n=7) of the administrators agreed to its importance, 20% (n=2) disagreed, while 10% (n=1) were undecided. Counselor's responses were: 85% (n=11) agreed and 15% (n=2) were undecided. Forty-five percent (n=5) of the teachers agreed to the importance of group counseling. Two teachers (18%) disagreed, and 36% (n=4) were undecided (See table 3).

Table 3. Importance of Counselors Doing Group Counseling

Position	Response		
	Agree	Undecided	Disagree
Administrators	7 (70%)	1 (10%)	2 (20%)
Counselors	11 (85%)	2 (15%)	0 (0%)
Teachers	5 (45%)	4 (36%)	2 (18%)

Item seven on the survey asked participants about the importance of school counselors doing academic counseling, including maintaining academic records, communicating graduation requirements, and registering new students. Fifty percent (n=5) of the administrators agreed that this is one of the most important role of the counselor. Three (30%) administrators disagreed with this statement while two (20%) were undecided. Only one (8%) counselor disagreed with this

statement; nine (69%) of the counselors agreed while three or 23% were undecided. Teacher's responses were as follows: 64% (n=7) agreed, 18 % (n=2) disagreed, leaving two (18%) as undecided (See table 4).

Table 4. Importance of Counselors Doing Academic Counseling

Position	Response		
	Agree	Undecided	Disagree
Administrator	5 (50%)	2 (20%)	3 (30%)
Counselor	9 (69%)	3 (23%)	1 (8%)
Teacher	7 (64%)	2 (18%)	2 (18%)

Variable 16 in the study involves the role of school counselors in working with the master schedule, scheduling students, and/or balancing class loads. A majority (70%, n=7) of the administrators disagreed that this was one of the most important roles of school counselors. One (10%) administrator agreed that this was of major importance. Twenty percent (n=2) of the administrators were undecided. Ninty-two (n=12) of the counselors disagreed that scheduling is a major role for them. One (8%) counselor agreed that this schould be considered a major role. Six (55%) of the teachers agreed that scheduling was of major importance to the counselor role.

Thirty-six percent (n=4) disagreed while one (9%) was undecided (See table 5).

Table 5. The Importance of Counselors Doing Scheduling

Position	Response		
	Agree	Undecided	Disagree
Administrators	1 (10%)	2 (20%)	7 (70%)
Counselors	1 (8%)	0 (0%)	12 (92%)
Teachers	6 (55%)	1 (9%)	4 (36%)

One question (#10) on the survey was directed towards the counselor's role in providing and planning crisis management in cases of suicide, child abuse, etc. Eighty percent (n=8) of the administrators considered this a major role for the school counselor. Twenty percent (n=2) were undecided on this issue. A majority (85 % or n= 11) of the counselors agreed to the importance of crisis management to their role. One counselor (8%) disagreed as well as one being undecided. Teacher's opinions seemed to be different. Only 55% (n=6) agreed that crisis management was an important role for counselors. Two teacher (18%) disagreed that this role is of importance to counselors. Twenty-seven percent (n=3) were undecided on this issue (See Figure 1).

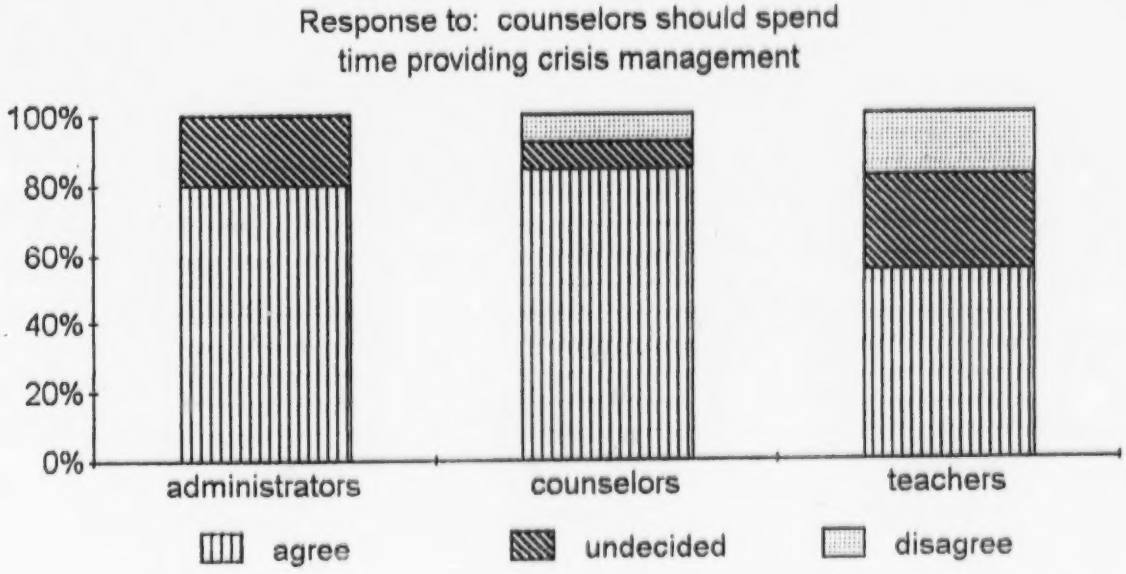

Figure 1. The Importance of Counselors in Providing or Planning for Crisis Management According to Administrators, Counselors, Teachers.

Chi Square Tests were run on questions dealing with the counselor roles of counseling students on personal issues, conducting group counseling sessions, academic counseling, and scheduling. The differences between the perceptions of administrators, counselors, and teachers regarding counseling students on personal issues was not significant (See Table 6). The Chi Square value was 1.66 and the measure of significance was 0.44.

Table 6. Perceptions of Administrators, Counselors, and Teachers Regarding the Importance of Personal Counseling to the School Counselor Role

Chi-Square:	1.66	Phi:	0.22	Contingency	
Significance:	0.44	Cramer's V:	0.22	Coefficient:	0.22

Cell Count Row % Column % Total %	Data File: PERCEPTIONS OF COUNSELOR ROLE			
	1	3	2	PERSONAL ISS Totals
1	10 30.30 100.00 29.41	11 33.33 100.00 32.35	12 36.36 92.31 35.29	33 97.06
3	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 100.00 7.69 2.94	1 2.94
POSITION Totals	10 29.41	11 32.35	13 38.24	34 100.00

The differences in the perceptions of administrators, counselors, and teachers regarding counselors conducting group counseling sessions was not significant (See Table 7). The Chi Square value was 5.9 and the measure of significance was 0.21.

The differences in the perceptions of administrators, counselors, and teachers regarding counselors doing academic counseling was not significant (See Table 8). The Chi Square value was 3.81 and 0.43 was the reported significance.

Table 7. Perceptions of Administrators, Counselors, and Teachers Regarding Group Counseling as a Role of the School Counselor.

Chi-Square: 5.90	Phi: 0.42	Contingency	
Significance: 0.21	Cramer's V: 0.29	Coefficient:	0.38

Cell Count Row % Column % Total %	Data File: PERCEPTIONS OF COUNSELOR ROLE			
	1	3	2	GRP. COUNS. Totals
2	1 14.29 10.00 2.94	4 57.14 36.36 11.76	2 28.57 15.38 5.88	7 20.59
1	7 30.43 70.00 20.59	5 21.74 45.45 14.71	11 47.83 84.62 32.35	23 67.65
3	2 50.00 20.00 5.88	2 50.00 18.18 5.88	0 0.00 0.00 0.00	4 11.76
POSITION Totals	10 29.41	11 32.35	13 38.24	34 100.00

The differences in the perceptions of administrators, counselors, and teachers regarding the responsibility of counselors to do scheduling and balancing of classes was significant (See table 9). Teachers were seen to have a significantly different view of the counselor's role in working

Table 8. Perceptions of Administrators, Counselors, and Teachers Regarding the School Counselor's Role of Academic Counseling.

Chi-Square:	3.81	Phi:	0.33	Contingency		
Significance:	0.43	Cramer's V:	0.24	Coefficient:	0.32	

Cell Count Row % Column % Total %	Data File: PERCEPTIONS OF COUNSELOR ROLE			
	1	3	2	ACAD COUNS Totals
2	1 16.67 10.00 2.94	2 33.33 18.18 5.88	3 50.00 23.08 8.82	6 17.65
1	5 23.81 50.00 14.71	7 33.33 63.64 20.59	9 42.86 69.23 26.47	21 61.76
3	4 57.14 40.00 11.76	2 28.57 18.18 5.88	1 14.29 7.69 2.94	7 20.59
POSITION Totals	10 29.41	11 32.35	13 38.24	34 100.00

with the master schedule, scheduling students, and balancing class loads. The Chi Square value was 11.99 and the level of significance was 0.02.

In summary, the data show that there is no significant difference in the expectations of administrators, counselors, and teachers regarding the roles of counselors in providing personal counseling, group counseling, and academic counseling. The data show a significant difference in

the expectations of teacher and counselors in the area of working on the master schedule, scheduling students, and/or balancing class loads.

Table 9. Perceptions of Administrators, Counselors, and Teachers Regarding the Master Schedule, Scheduling Students, and/or Balancing Class Loads.

Chi-Square:	11.99	Phi:	0.59	Contingency		
Significance:	0.02	Cramer's V:	0.42	Coefficient:	0.51	

Cell Count Row % Column % Total %	Data File: PERCEPTIONS OF COUNSELOR ROLE			
	1	3	2	SCHEDULE Totals
3	7 30.43 70.00 20.59	4 17.39 36.36 11.76	12 52.17 92.31 35.29	23 67.65
1	1 12.50 10.00 2.94	6 75.00 54.55 17.65	1 12.50 7.69 2.94	8 23.53
2	2 66.67 20.00 5.88	1 33.33 9.09 2.94	0 0.00 0.00 0.00	3 8.82
POSITION Totals	10 29.41	11 32.35	13 38.24	34 100.00

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was designed to identify any differences in the perceptions of administrators, counselors, and teachers regarding the role of secondary school counselors.

By reviewing the literature, the researcher concluded that there were various expectations regarding the role of counselors in the secondary schools. Furthermore, the variety of roles and the number of groups involved with the school counselor may lead to confusion by the counselor in the school setting.

A questionnaire was distributed to individuals currently holding those positions of interest in BISD to obtain their opinion regarding the roles of school counselors. Frequency and percentage statistics were compiled as well as Chi Square Tests performed on the data.

The results indicated that there were no significant differences in the perceptions of administrators, counselors, and teachers regarding the counselor roles of personal counseling, group counseling, and academic counseling. The data supported a significant difference in the expectations of teachers and counselors regarding the master schedule, scheduling students, and/or balancing class loads.

Conclusions

This study set out to analyze the null hypothesis: there is no significant differences in the expectations of administrators, counselors, and teachers regarding the role of the secondary school counselor. In the area of teacher's expectations, the null hypothesis is rejected. All other areas of the null hypothesis is accepted.

In the data collected in this study, there is a significant difference in the expectations of teachers as compared to counselors and administrators regarding the counselor's responsibility to work on the master schedule, scheduling students, and/or balancing teacher's class loads.

Recommendations

Several areas of concern with respect to this study should be further investigated. The small number of people included in the sample call into question the validity and reliability of the study. The way in which the participants were chosen was not random, but chosen based on availability. This limits the application of these findings to other populations. The researcher suggests that further studies include a larger number of respondents randomly chosen.

After collecting the data from the survey, the researcher was unsatisfied with the instrument used for collection. If further research is done, the researcher suggests that in

addition to the questions used, the participants be given groups of three to five counselor roles and asked to rank those roles from most important to least important.

Further exploration of role clarification is suggested.

Appendix A

February 24, 1995

Dear Participant,

In order to fulfill the requirements of CNE 579: Methods of Research in Education at Sam Houston State University, I am conducting a survey to assess the perceptions of various individuals regarding the roles of school counselors. I am requesting your help. And I am willing to give you a penny for your thoughts!!

Please take just a few minutes to complete the attached survey. All questions are optional and any information submitted will remain confidential. Do not sign your name. Please return the completed survey to me at BHS by Monday, April 3rd.

All statistics compiled will be reported as grouped data. A copy of the report will be shared with Dr. Jerry McGee of SHSU. Results of the survey will be available at 3821 Brighton Drive, Bryan, Texas.

Thank you for your time and careful consideration when completing this survey. Your help is greatly appreciated.

Sincerely,

Deborah K. McDowell
Graduate Student
SHSU

Questionnaire

Directions: Please complete by marking your answer on the scantron:

1. Which of the following best describes you?
   A. Administrator B. Counselor C. Teacher D. Student

2. Your gender is A. female. B. male.

3. Your race/ethnic group is
   A. African American. B. Caucasian. C. Hispanic. D. Other.

4. In your opinion, should a counselor be available before or after school for students or parents?
   A. Yes B. No

For each of the following, use the following scale: **A** = agree **B** = undecided **C** = disagree	**A**	**U**	**D**
5. One of the most important roles of a school counselor is to spend time each week counseling students on personal issues.	A	B	C
6. One of the most important roles of a school counselor is to spend time each week conducting group counseling sessions.	A	B	C
7. One of the most important roles of a school counselor is to spend time each week doing academic counseling, including maintaining academic records, communicating graduation requirements, and registering new students.	A	B	C
8. One of the most important roles of a school counselor is to spend time each week interpreting test scores for parents, students, and teachers.	A	B	C
9. One of the most important roles of a school counselor is to spend each week providing guidance in college and career planning. This includes providing information about college enrollment, financial aid, scholarships, armed services, training programs, etc.	A	B	C
10. One of the most important roles of a school counselor is to spend time each week providing or planning for crisis management (suicide, child abuse, etc.).	A	B	C
11. One of the most important roles of a school counselor is to spend time each week organizing and/or supervising standardized exams.	A	B	C
12. One of the most important roles of a school counselor is to spend time each week organizing and/or providing useful information for classroom use, teacher in-service, and staff development.	A	B	C
13. One of the most important roles of a school counselor is to spend time each week acting as a resource person to aid administrators, teachers, and students when dealing with discipline problems.	A	B	C
14. One of the most important roles of a school counselor is to spend time each week planning or attending special education ARDs or 504 meetings.	A	B	C
15. One of the most important roles of a school counselor is to spend time each week locating career work opportunities for student after graduation.	A	B	C
16. One of the most important roles of a school counselor is to spend time each week planning or working with the master schedule, scheduling students, and/or balancing class loads.	A	B	C

Appendix B

ADMINISTRATOR PERCEPTIONS OF COUNSELOR ROLES

Total Recording: 10 NR=No Response

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	10	0	0	0	0	0	10	1.0
Percent:	100%	0%	0%	0%	0%			
2. Number:	5	5	0	0	0	0	10	1.5
Percent:	50%	50%	0%	0%	0%			
3. Number:	4	5	0	1	0	0	10	1.8
Percent:	40%	50%	0%	10%	0%			
4. Number:	10	0	0	0	0	0	10	1.0
Percent:	100%	0%	0%	0%	0%			
5. Number:	10	0	0	0	0	0	10	1.0
Percent:	100%	0%	0%	0%	0%			
6. Number:	7	1	2	0	0	0	10	1.5
Percent:	70%	10%	20%	0%	0%			
7. Number:	5	2	3	0	0	0	10	1.8
Percent:	50%	20%	30%	0%	0%			
8. Number:	6	4	0	0	0	0	10	1.8
Percent:	60%	40%	0%	0%	0%			
9. Number:	9	0	1	0	0	0	10	1.2
Percent:	90%	0%	10%	0%	0%			
10. Number:	8	2	0	0	0	0	10	1.2
Percent:	80%	20%	0%	0%	0%			
11. Number:	0	5	5	0	0	0	10	2.5
Percent:	0%	50%	50%	0%	0%			
12. Number:	1	5	4	0	0	0	10	2.3
Percent:	10%	50%	40%	0%	0%			
13. Number:	6	2	2	0	0	0	10	1.6
Percent:	60%	20%	20%	0%	0%			
14. Number:	4	3	3	0	0	0	10	1.9
Percent:	40%	30%	30%	0%	0%			
15. Number:	1	0	9	0	0	0	10	2.8
Percent:	10%	0%	90%	0%	0%			
16. Number:	1	2	7	0	0	0	10	2.6
Percent:	10%	20%	70%	0%	0%			

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COUNSELOR PERCEPTIONS OF COUNSELOR ROLES

Total Responding: 13 NR=No Response

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	0	13	0	0	0	0	13	2.0
Percent:	0%	100%	0%	0%	0%			
2. Number:	11	2	0	0	0	0	13	1.2
Percent:	85%	15%	0%	0%	0%			
3. Number:	2	11	0	0	0	0	13	1.8
Percent:	15%	85%	0%	0%	0%			
4. Number:	13	0	0	0	0	0	13	1.0
Percent:	100%	0%	0%	0%	0%			
5. Number:	12	0	1	0	0	0	13	1.2
Percent:	92%	0%	8%	0%	0%			
6. Number:	11	2	0	0	0	0	13	1.2
Percent:	85%	15%	0%	0%	0%			
7. Number:	9	3	1	0	0	0	13	1.4
Percent:	69%	23%	8%	0%	0%			
8. Number:	5	3	5	0	0	0	13	2.0
Percent:	38%	23%	38%	0%	0%			
9. Number:	13	0	0	0	0	0	13	1.0
Percent:	100%	0%	0%	0%	0%			
10. Number:	11	1	1	0	0	0	13	1.2
Percent:	85%	8%	8%	0%	0%			
11. Number:	0	1	12	0	0	0	13	2.9
Percent:	0%	8%	92%	0%	0%			
12. Number:	1	5	7	0	0	0	13	2.5
Percent:	8%	38%	54%	0%	0%			
13. Number:	6	4	3	0	0	0	13	1.5
Percent:	46%	31%	23%	0%	0%			
14. Number:	4	3	6	0	0	0	13	2.0
Percent:	31%	23%	46%	0%	0%			
15. Number:	3	2	8	0	0	0	13	2.4
Percent:	23%	15%	62%	0%	0%			
16. Number:	1	0	12	0	0	0	13	2.8
Percent:	8%	0%	92%	0%	0%			

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TEACHER PERCEPTIONS OF COUNSELOR ROLES

Total Responding: 11 NR=No Response

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	0	0	11	0	0	0	11	3.0
Percent:	0%	0%	100%	0%	0%			
2. Number:	8	3	0	0	0	0	11	1.3
Percent:	73%	27%	0%	0%	0%			
3. Number:	2	9	0	0	0	0	11	1.8
Percent:	18%	82%	0%	0%	0%			
4. Number:	11	0	0	0	0	0	11	1.0
Percent:	100%	0%	0%	0%	0%			
5. Number:	11	0	0	0	0	0	11	1.0
Percent:	100%	0%	0%	0%	0%			
6. Number:	5	4	2	0	0	0	11	1.7
Percent:	45%	36%	18%	0%	0%			
7. Number:	7	3	2	0	0	0	11	1.5
Percent:	64%	18%	18%	0%	0%			
8. Number:	5	5	1	1	0	0	11	1.7
Percent:	45%	36%	9%	9%	0%			
9. Number:	9	0	1	1	0	0	11	1.5
Percent:	82%	0%	9%	9%	0%			
10. Number:	6	3	2	0	0	0	11	1.6
Percent:	55%	27%	18%	0%	0%			
11. Number:	3	4	4	0	0	0	11	2.1
Percent:	27%	36%	36%	0%	0%			
12. Number:	1	4	6	0	0	0	11	2.5
Percent:	9%	36%	55%	0%	0%			
13. Number:	7	0	4	0	0	0	11	1.7
Percent:	64%	0%	36%	0%	0%			
14. Number:	6	5	0	0	0	0	11	1.5
Percent:	55%	45%	0%	0%	0%			
15. Number:	1	1	9	0	0	0	11	2.7
Percent:	9%	9%	82%	0%	0%			
16. Number:	6	1	4	0	0	0	11	1.8
Percent:	55%	9%	36%	0%	0%			

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PERCEPTIONS OF FEMALE CAUCASIAN COUNSELORS ON COUNSELOR ROLES

Total Responding: 10 NR=No Response

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	0	10	0	0	0	0	10	2.0
	Percent:	0%	100%	0%	0%	0%			
2.	Number:	10	0	0	0	0	0	10	1.0
	Percent:	100%	0%	0%	0%	0%			
3.	Number:	0	10	0	0	0	0	10	2.0
	Percent:	0%	100%	0%	0%	0%			
4.	Number:	10	0	0	0	0	0	10	1.0
	Percent:	100%	0%	0%	0%	0%			
5.	Number:	9	0	1	0	0	0	10	1.2
	Percent:	90%	0%	10%	0%	0%			
6.	Number:	8	2	0	0	0	0	10	1.2
	Percent:	80%	20%	0%	0%	0%			
7.	Number:	8	1	1	0	0	0	10	1.3
	Percent:	80%	10%	10%	0%	0%			
8.	Number:	4	2	4	0	0	0	10	2.0
	Percent:	40%	20%	40%	0%	0%			
9.	Number:	10	0	0	0	0	0	10	1.0
	Percent:	100%	0%	0%	0%	0%			
10.	Number:	8	1	1	0	0	0	10	1.4
	Percent:	80%	10%	10%	0%	0%			
11.	Number:	0	0	10	0	0	0	10	3.0
	Percent:	0%	0%	100%	0%	0%			
12.	Number:	1	3	6	0	0	0	10	2.5
	Percent:	10%	30%	60%	0%	0%			
13.	Number:	5	3	2	0	0	0	10	1.7
	Percent:	50%	30%	20%	0%	0%			
14.	Number:	3	3	4	0	0	0	10	2.1
	Percent:	30%	30%	40%	0%	0%			
15.	Number:	2	2	6	0	0	0	10	2.4
	Percent:	20%	20%	60%	0%	0%			
16.	Number:	1	0	9	0	0	0	10	2.8
	Percent:	10%	0%	90%	0%	0%			

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PERCEPTIONS OF COUNSELOR ROLE

	POSITION	PERSONAL ISS	GRP. COUNS.	ACAD COUNS	SCHEDULE
1	1	1	2	2	3
2	3	1	1	1	1
3	3	1	1	2	3
4	3	1	1	3	2
5	3	1	2	1	1
6	3	1	1	3	3
7	3	1	2	1	1
8	3	1	1	2	3
9	3	1	3	1	1
10	3	1	3	1	3
11	1	1	1	3	3
12	1	1	3	3	3
13	1	1	1	1	3
14	1	1	1	1	3
15	1	1	1	1	3
16	1	1	1	3	3
17	3	1	2	1	1
18	1	1	1	1	2
19	1	1	3	1	1
20	1	1	1	3	2
21	2	1	1	1	1
22	3	1	2	1	1
23	2	1	1	1	3
24	2	1	1	2	3
25	2	1	2	1	3
26	2	1	1	2	3
27	2	1	1	3	3
28	2	1	1	2	3
29	2	1	2	1	3
30	2	1	1	1	3
31	2	3	1	1	3
32	2	1	1	1	3
33	2	1	1	1	3
34	2	1	1	1	3

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